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**HEATH'S
BEGINNER'S
ARITHMETIC**

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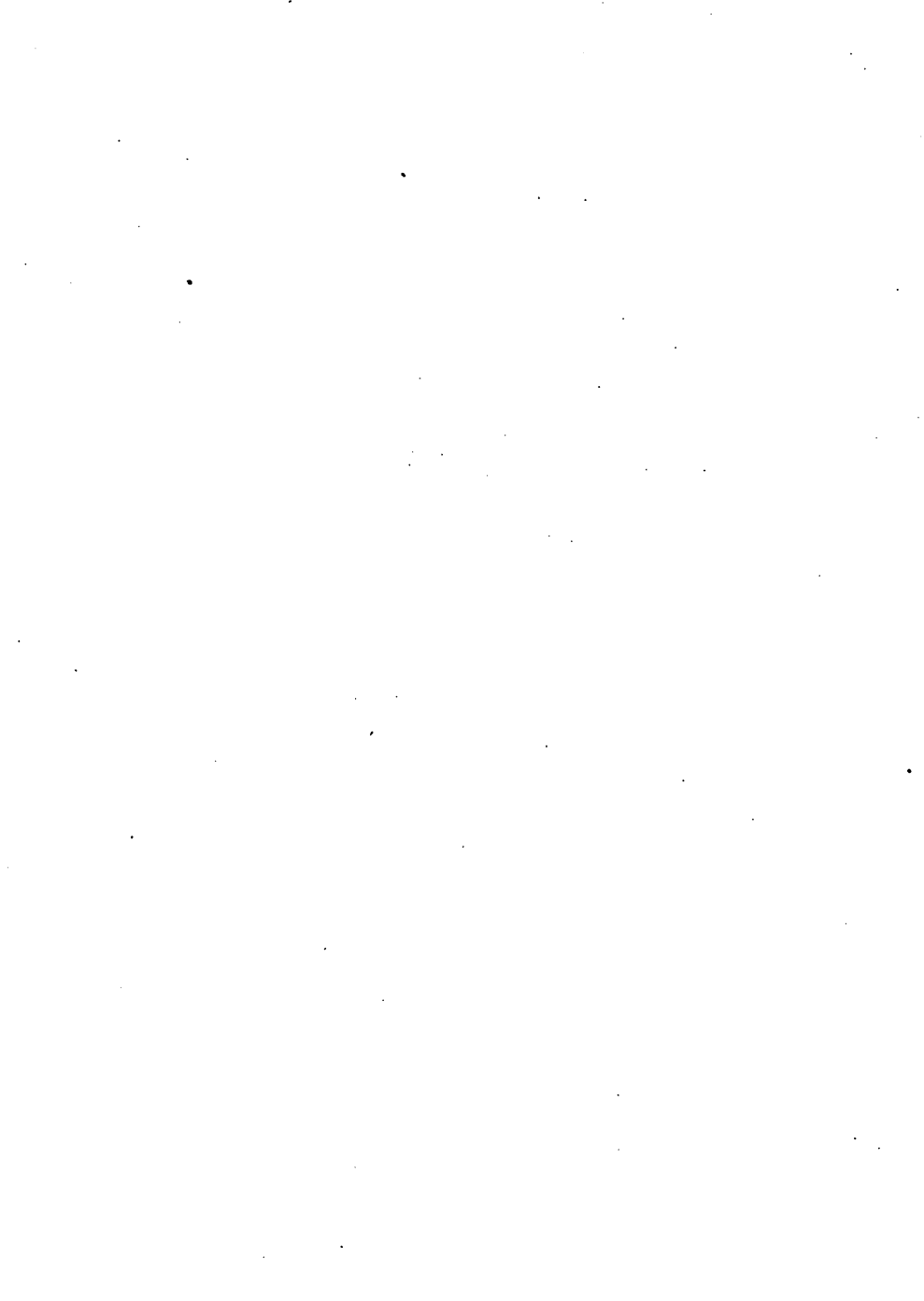
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THE BEGINNER'S
ARITHMETIC

PUPIL'S EDITION

BOSTON, U.S.A.
D. C. HEATH & CO., PUBLISHERS
1905

~~F 5.1654~~

Ed. no. T 119.05.455

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PREFACE

THIS book develops the study of numbers in series and with the aid of constructive work. With these two ideas as main centres the book presents :—

1. Knowledge of numbers and their relations one to another.
2. Knowledge of facts arising from combination or separation of numbers.
3. Knowledge of processes.
4. Knowledge of measures, weight, capacity, surface, volume, time.
5. Comparison of units of value, number, magnitude, time, and degree.
6. Variety of applications of number in concrete problems.

It is distinctly a book for the child rather than a manual for the teacher. The type used is as large or larger than that found in the reading books used by children of similar grade. Throughout the book care has been taken to keep the vocabulary and the sentence structure simple enough to be easily read by the pupils.

Class work and seat work alternate. The manner in which different number facts are grouped has been determined by successful experience. It is believed that the easy and natural transition provided from one part of the subject to another will prove to be attractive to teachers and helpful to classes.

Those who read the work in manuscript and in proof are agreed that it presents the best of the newer ideas concerning primary number teaching and concerning the philosophy of

number, and at the same time retains the best of the older methods. Hence the book is not radical either in its omissions or in its methods.

Among the many good qualities which the authors have sought to incorporate are the helpful use of magnitudes, correlation with the occupations and interests of children, the demand made upon the pupil to *do* as well as to *say*, and to do *before* saying, the provision of exercises calling into use the pupil's judgment and affording appropriate training in judging. The concrete problems are not confined to buying and selling; in the main they call for the measurement of quantity, time, activity, etc., instead of dealing largely with commercial transactions. While the work calls for a great amount of measuring, placing, laying, etc., on the pupil's part, it does not call for expensive material or for elaborate preparation by the teacher.

Among those who have contributed largely to its present excellence are: Principal G. M. Phillips, State Normal School, West Chester, Pennsylvania; Principal J. E. Klock, State Normal School, Plymouth, New Hampshire; Miss Sarah J. Walter, formerly teacher of mathematics in the State Normal School, Willimantic, Connecticut; Miss Gertrude E. Bigelow of the Boston Normal School; Miss Ellen M. Reed, formerly principal of the Training School, Springfield, Massachusetts; Miss Josephine B. Stuart, formerly principal of the Training School, New Bedford, Massachusetts; and Mr. John H. Walsh, Associate Superintendent of Schools, the City of New York.

A teacher's edition gives practical directions for the various lessons, and will prove suggestive to those using the book for the first time.

**THE BEGINNER'S
ARITHMETIC**

THE BEGINNER'S ARITHMETIC

PART I

one



one



one



two



two



two



four



four



four



eight



one

1

two

2

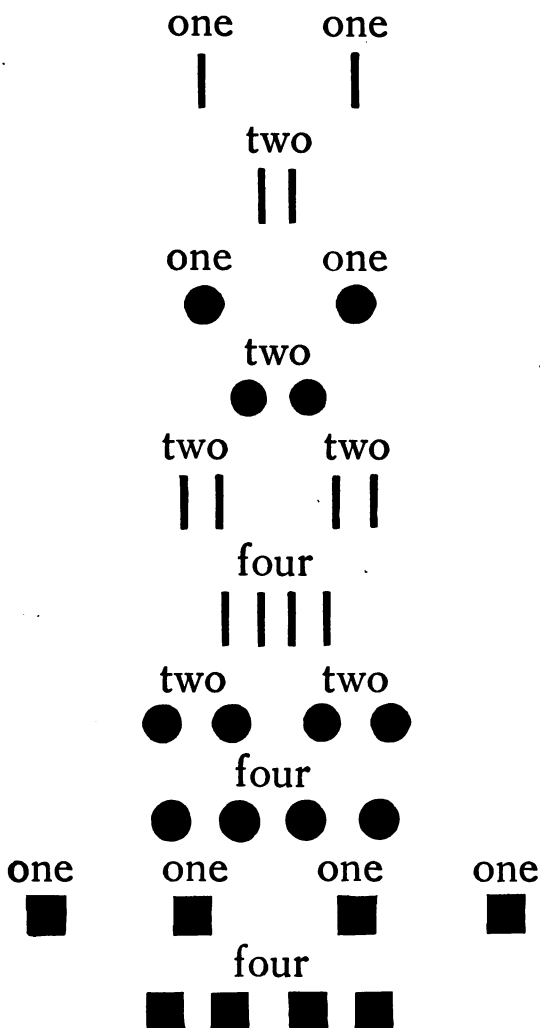
four

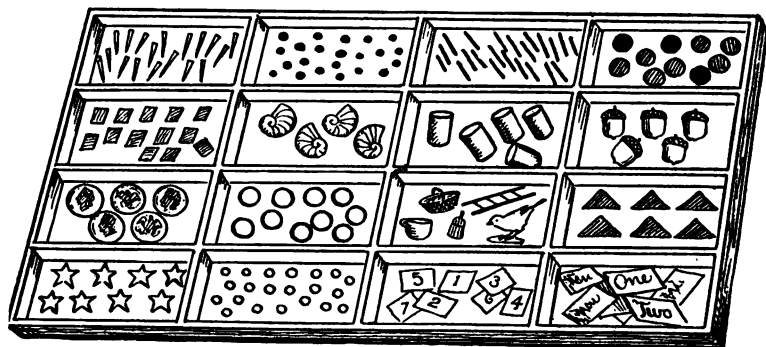
4

eight

8

Read and then copy:





Take from your box:

one |

two ||

four ||||

one

two

four

four ▲ ▲ ▲ ▲

four

four ★ ★ ★ ★

four —

— ▲ ▲ ▲ ▲

Find what number to put in place of the blanks :

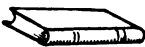
A  has — face.

A  has — edge.

A  has — flat face.

The  has — handle.

A  has — flat faces.

A  has — covers.

The  has — blades.

A  has — handles.

A  has — sides.

A  has — corners.

A  has — sides and — ends.

A  has — curved face and — flat faces.

A  has — curved edges.

A  has — legs.

One  and one  are —.

Two   and two   are —.

One  and one  and one 
and one  are —.

One  and — are two.

Two   and — are four.

One  and one  and one 
and — are four.



The line cuts the circle into — equal parts.
Each part is *one-half* of the whole circle.
Fold a strip of paper in halves.

One-half, $\frac{1}{2}$	One-half, $\frac{1}{2}$
-------------------------	-------------------------

Cut; measure the two pieces to see if they are equal.

If I wish to give you one-half of an apple,
I must cut the apple into — equal parts.

— half dollars make a whole dollar.

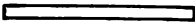
— half dimes make a whole dime.

One-half of two oranges is — oranges.

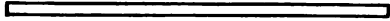
One-half of four oranges is — oranges.

[Pupils should be supplied with splints and tablets.]

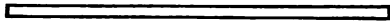
Find:

A stick twice as long as 

A stick twice as long as



A stick half as long as



A stick half as long as 

Show:

A surface twice
as large as



A surface twice
as large as



A surface twice
as large as



Take a number that is twice ||

Take a number that is twice |

Take a number that is twice ||||

Take a number that is half ||||

Take a number that is half ||

NUMBER JUDGMENTS

Which is longer?

A one-inch stick, or a two-inch stick?

A two-inch stick, or a four-inch stick?

A half-inch stick, or a one-inch stick?

Which would cost more?

A pint of milk, or two pints of milk?

A quart of vinegar, or four quarts of vinegar?

A pound of butter, or half a pound of butter?

Two pencils, or four pencils?

Which is older?

Ned, who is one year old, or his brother, who is four years old?

Annie, who is four years old, or Sadie, who is two years old?

Susie's kitten, that is half a year old, or Will's dog, that is a year old?

Which is the later time?

One o'clock in the afternoon, or two o'clock in the afternoon?

Two o'clock, or four o'clock?

Half-past one o'clock, or two o'clock?

Four o'clock, or half-past four o'clock?

Which is farther along in the reader?

Page two, or page one?

Page four, or page two?

Page one, or page four?

Seat Work—Copy this page and fill in the blanks.



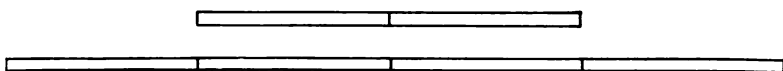
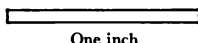
Two pints are one quart.

Four pints are — quarts.

One-half of a quart is — pint

One quart is — pints.

Two quarts are — pints.



This is one inch long.

This is — inches long.

This is — inches long.

This is *half* an inch long.

Take a strip of paper:

Fold in halves; cut.

Fold each half in halves; cut.

Take a strip of paper eight inches long:

Cut off one inch.

Cut off two inches.

Cut off four inches.

NUMBER JUDGMENTS—*Seat Work*

Take pieces of paper and string:

Tie up a package of buttons that you would sell for two cents. Put the price on the package.

Make a package that you would sell for four cents. Put the price on the package.

Make a package that you would sell for one cent. Mark it with the price.

Tie up packages of beads. Put the price on each package.

THE SQUARE



1-INCH SQUARE

The *square* has — sides.

The *square* has — corners.

If one side of a square is 1 inch long, each side of the square is 1 inch long.

If one side of a square is 2 inches long, each side of the square is — inches long.

If one side of a square is 4 inches long, each side of the square is — inches long.

The sides of a square are equal.

The corners of a square are square corners.

Each side of an inch square is 1 *inch* long.

An *inch square* is a *square inch*.

Cut from paper a square with a side two inches long.

A square measuring 2 inches on each side is a 2-inch square.

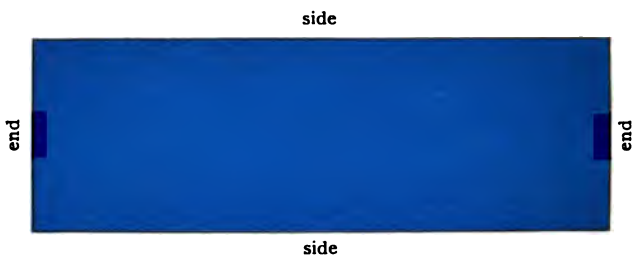
Fold the square in halves from front to back. Open.

Fold the square in halves from right to left. Open.

The 2-inch square is folded into — inch squares.

A 2-inch square contains — square inches.

THE OBLONG



The oblong has — sides.

The oblong has — ends.

The oblong has — corners.

An oblong is longer than it is wide.

If one side of an oblong is three inches long, the opposite side of the oblong is — inches long.

If one end of an oblong is one inch long, the opposite end is — inch long.

The opposite sides of an oblong are equal.

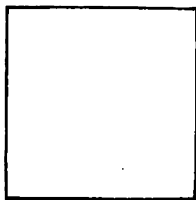
The corners of an oblong are square corners.

Color :

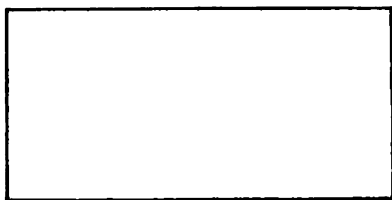
1. An inch square.
2. A surface two inches long and one inch wide. Mark it off into square inches.
3. A surface two inches long and two inches wide. Mark it off into square inches.
4. A surface four inches long and one inch wide. Mark it off into square inches.

Draw :

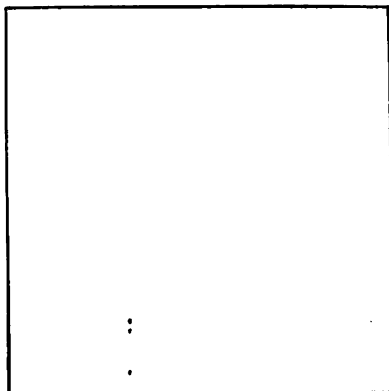
1. A line one inch long.
2. A line two inches long.
3. A line four inches long.
4. A line eight inches long.



This is —
square inch.

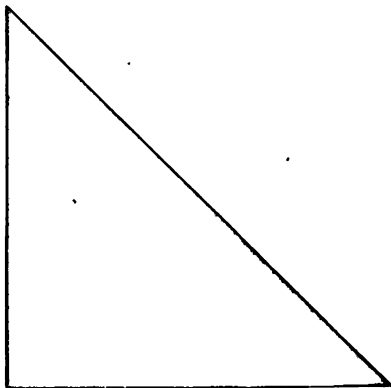


This contains — square
inches.



This

contains —
square inches.



This

contains —
square inches.

APPLICATIONS

Illustrate and tell:

One stick and one stick are —.

Two beads and two beads are —.

Two shells less one shell are —.

Four rings less two rings are —.

One-half inch and one-half inch are —.

One inch less one-half inch is —.

Two inches less one inch are —.

Two inches less one-half inch are —.

One head and one head are —.

Twice one square are —.

Twice two nuts are —.

Two sticks and two sticks are —.

One-half of two rings is —.

One-half of four rings is —.

One-half of a two-inch stick is —.

One-half of a four-inch stick is —.

Think and tell:

1. If one ball costs two cents, two balls will cost — cents.

2. If a toy watch costs one cent, four watches will cost — cents.

3. If a boy's jacket costs one dollar, two jackets will cost — dollars.

4. If a barrel of apples costs four dollars, half a barrel will cost — dollars.

5. If a box of oranges costs two dollars, half a box will cost — dollars.

6. If two cents will buy one orange, four cents will buy — oranges.

7. If one cent will buy one pencil, four cents will buy — pencils.

8. John's father gave him two cents, and he found two cents in the lining of his jacket. He then had — cents.

9. Harry earned four cents, and spent two of them. He had — cents then.

10. Lucy had four cents and spent one-half for candy. She spent — cents.

11. Frank earned one cent a day. In four days he earned — cents.

12. Bessie had two dolls. At Christmas time mamma and Aunt Jane each gave her one. She then had — dolls.

13. There were two pints of milk in the pitcher. We used one-half of it. We used — of milk.

14. Harold, Betty, Nellie, and Ann each had a half-dollar. Together they had — dollars.

15. There were four girls in the A class. Half the number were absent. — girls were absent.

three  3

3 

 3

six



6

Take from your box:

three 

three

three 

three —

three —

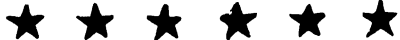
— 

—

six 

six

— 

— 

six —

How many?

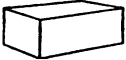
A  has — sides.

A  has — leaves.

This  has — tines.

A  has — faces.

This  has — panes of glass.

A  has — faces.

A  has — top, — bottom,
— sides, and — ends.

A  has — faces in all.

A room has — sides, counting the
floor and ceiling.

From Monday morning to Saturday
night is — days.

How long?

This _____ is
— inches long.

These two

=====

together are — inches long.

This _____ is — inches
long.

These three ===== to-
gether are — inches long.

How much?

One quart is — pints.

Three quarts are — pints.

Two pints are — quart.

Six pints are — quarts.

Show :

1. A number that is three times |
2. A number that is three times ||

3. A number that is twice |||

4. A number that is one-half |||||

5. A stick three times as long as


6. A stick three times as long as


7. A stick twice as long as

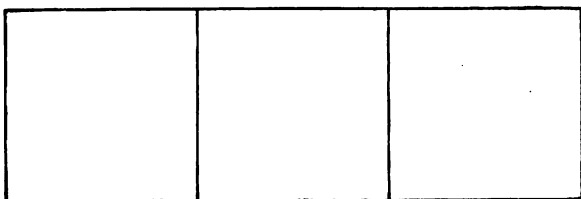

8. A surface three times
as large as



9. A surface
three times as
large as



10. A surface twice as large as



6 pints of milk will cost — times as much as 3 pints of milk.

6 quarts of syrup will cost — times as much as 3 quarts of syrup.

6 pounds of figs will cost — times as much as 3 pounds of figs.

6 gallons of oil will cost — times as much as 3 gallons of oil.

A line 3 yards long is — times as long as a line 1 yard long.

A 6-inch stick is — times as long as a 3-inch stick.

A bicycle track 6 miles long is — times as long as one 2 miles long.

A 3-inch line is — of a 6-inch line.

3 quarts is — of 6 quarts.

3 dollars is — of 6 dollars.

6 o'clock at night is — hours later than 3 o'clock in the afternoon.

3 o'clock in the afternoon is — hours later than 12 o'clock noon.

6 o'clock at night is — hours later than 2 o'clock in the afternoon.

6 o'clock at night is — hours later than 4 o'clock in the afternoon.

6 o'clock at night is — hours later than 12 o'clock at noon.

Page 6 in the reader is — pages farther than page 3.

Page 6 is — pages farther than page 2.

Page 3 is — pages farther than page 2.

Page 3 is — pages farther than page 1.

APPLICATIONS*Seat Work**Illustrate and tell:*

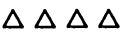
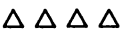
1. One star and one star and one star are —.
2. Two shells and one shell are —.
3. Two nuts and two nuts and two nuts are —.
4. Three beads and three beads are —.
5. Four rings and two rings are —.
6. Five sticks and one stick are —.
7. One-half of six rings is —.
8. Three disks less two disks are —.
9. Six squares less three squares are —.
10. Six sticks less two sticks are —.
11. Six sticks less four sticks are —.
12. Six rings less five rings are —.
13. Six nuts less one nut are —.
14. Twice three inches are —.
15. Three times two inches are —.
16. One-half of six inches is —.
17. One-third of six inches is —.

Think and tell:

1. One boy has — eyes.
2. Two boys have — eyes.
3. One girl has — hands.
4. Two girls have — hands.
5. Two mittens have — thumbs.
6. Three boys have — hands.
7. Two 3-pint pails will hold — pints of water.
8. A 4-quart jar of cream and a 2-quart jar of cream contain — quarts of cream.
9. Two tape measures, each 3 feet long, are — feet long together.
10. Three quart measures, each holding 2 pints of oysters, contain — pints of oysters.
11. A 6-gallon can is half full of oil. There are — gallons of oil in the can.
12. Add by 2's to 6.
13. Add by 3's to 6.
14. There were 6 books on the table: 2 books fell off. There were — books left on the table.

two		2
four		4
eight		8
eight		8

Take from your box :

four		} eight.
four		

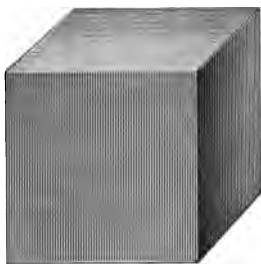
four		} eight.
four		

four		} —.
four		

—		} eight.
—		

two		} eight.
two		
two		
two		

two		} —.
two		
two		
two		



1-INCH CUBE

A cube has — faces.

A cube has — edges.

Each face of a cube is —.

Each edge of an *inch cube* is — inch long.

Each face of an inch cube is — square inch.

The surface of an inch cube contains — square inches.

An inch cube is — long, — wide, and — high.

An inch cube is one cubic inch.

Build a 2-inch cube with cubic inches.

It takes — inch cubes to build a 2-inch cube.

A 2-inch cube contains — *cubic inches*.

How many?

A cube has — corners.

A box has — corners.

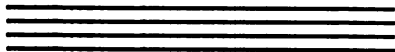
How long?

This is — inches long.

These two together are — inches long.

This — is — inches long.

These four together
are — inches long.



A 2-inch line is — times as long as a 1-inch line.

A 4-inch line is — times as long as a 2-inch line.

An 8-inch line is — times as long as a 4-inch line.

A 6-inch line is — times as long as a 3-inch line.

An 8-inch line is — times as long as a 2-inch line.

A 6-inch line is — times as long as a 2-inch line.

This number, |||||, of lines is — times this number, |||, of lines.

This number, |||||, is — times this, ||.

This number, |||||, is — times this, |||.

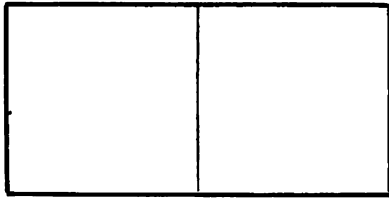
This number, |||||, is — times this, ||.

This number, |||, is — times this, ||.

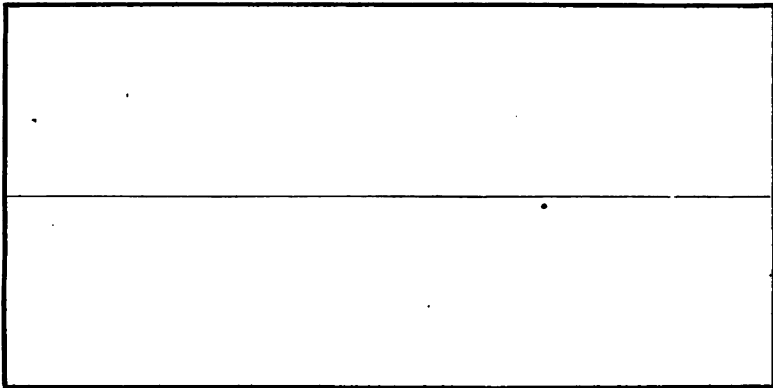
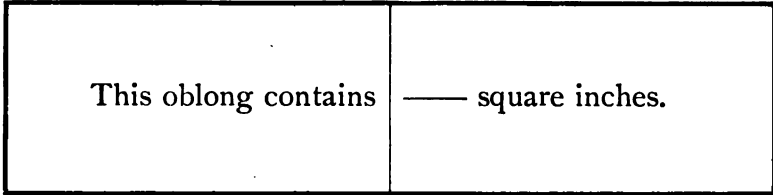
Two is — times one.

How large?

This oblong contains
— square inches.



This oblong contains — square inches.



This oblong contains — square inches.

An 8-pound weight is — times as heavy as
a 4-pound weight.

An 8-pound weight is — times as heavy as
a 2-pound weight.

A 2-pound weight is — times as heavy as a 1-pound weight.

A 4-pound weight is — times as heavy as a 2-pound weight.

A 6-pound weight is — times as heavy as a 3-pound weight.

A quart is — times as much as a pint.

A pint is — times as much as a half-pint.

Six quarts are — times as many as three quarts.

A dozen is — times as many as a half-dozen.

Two dollars are — times as much as one dollar.

A dollar is — times as much as a half-dollar.

What part?

1 cubic inch is — of 2 cubic inches.

2 cubic inches are — of 4 cubic inches.

4 cubic inches are — of 8 cubic inches.

3 cubic inches are — of 6 cubic inches.

How much longer?

A 4-inch stick is — inch longer than a 3-inch stick.

A 4-inch stick is — inches longer than a 1-inch stick.

An 8-inch stick is — inch longer than a 7-inch stick.

An 8-inch stick is — inches longer than a 6-inch stick.

An 8-inch stick is — inches longer than a 5-inch stick.

How much more?

8 is — more than 7. 6 is — more than 2.

8 is — more than 1. 6 is — more than 3.

8 is — more than 6. 4 is — more than 3.

8 is — more than 2. 4 is — more than 1.

8 is — more than 5. 4 is — more than 2.

8 is — more than 3. 3 is — more than 2.

8 is — more than 4. 3 is — more than 1.

6 is — more than 4. 3 is — more than 0.



Cut from paper a 2-inch square.

Fold it into halves.

Fold each half into halves.

The square is folded into — equal parts.

Each part is *one-fourth* of the whole square.

Draw a line four inches long.

Divide the line into fourths.

Draw a line eight inches long.

Divide the line into fourths.

Take four things of the same kind.

Show one-fourth of four.

Show one-fourth of eight.

One-fourth is written $\frac{1}{4}$.

three  3

six  6

nine  9

Take from your number box :

three  }
 three  } nine 9
 three  }

three  }
 three  } nine 9
 three  }

  }
  }  9
  }

six  }
 three  } nine 9

four  }
 four  } nine 9
 one  }

Take nine inch-cubes:

Build a platform three inches square and one inch high.

Build three chimneys, each one inch square and three inches high.

Build a wall nine inches long, one inch thick, and one inch high.

Build three tunnels by placing one block across the two beneath.

Take nine sticks of equal length:

Make three separate triangles.

Make one oblong twice as long as it is wide. Make one triangle, too.

Make four connected triangles.

Make an oblong twice as long as it is wide; divide it into halves with one of the remaining sticks; divide each square into halves with the other two sticks.

Make an oblong with eight of the sticks and divide it into halves with the other stick.

*Seat Work**How many?*

8 and 1 are —.

6 and 3 are —.

3 and 3 and 3 are —.

9 less 1 are —.

9 less 3 are —.

9 less 6 are —.

9 less 8 are —.

3 and — are 9.

6 and — are 9.

9 less — are 8.

9 less — are 6.

9 less — are 3.

3 threes are —.

2 fours and 1 are —.

4 twos and 1 are —.

3 twos and 3 are —.

9 ones are —.

five  5

ten  10

ten  10

ten  10

Take from your box :

five  } ten 10

five  }

two  }

two  }

two  } ten

two  }

two  }

—  } 10

—  }

—  }

—  }

—  } TEN

—  }

—  }

—  } 10

—  }



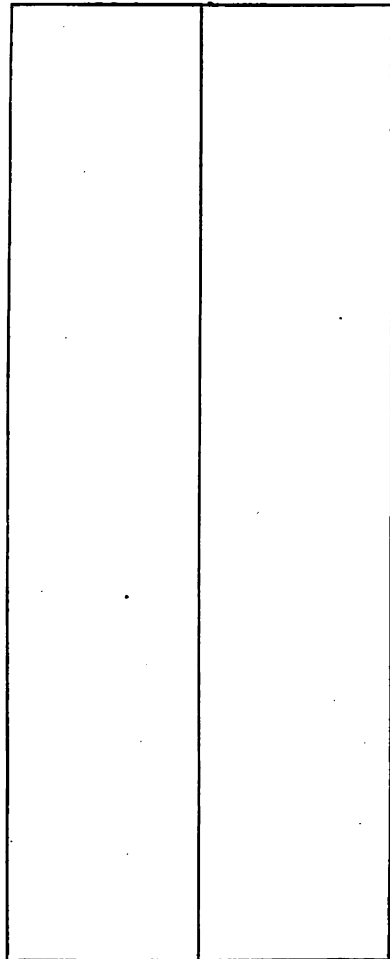


The blue
oblong is—
long and—
wide. It con-
tains —
square inches.

The yellow
oblong is—
long and—
wide. It con-
tains —
square inches.

The yellow
oblong is—
times as large
as the blue
oblong.

The blue
oblong is—
as large as
the yellow ob-
long.



Cut from paper an oblong as large as the
yellow one.

Illustrate and tell:

4 rings and 1 ring are —.

3 sticks and 2 sticks are —.

5 shells and 4 shells are —.

5 beads less 2 beads are —.

5 cents less 3 cents are —.

5 one-inch sticks make a stick — long.

COMPARISONS

How much longer?

A 5-inch stick is — longer than a 4-inch stick.

A 5-inch stick is — longer than a 3-inch stick.

A 5-inch stick is — times as long as a 1-inch stick.

A 2-inch stick is — shorter than a 5-inch stick.

A 1-inch stick is — shorter than a 5-inch stick.

A 10-inch stick is — longer than a 1-inch stick.

A 10-inch stick is — longer than a 2-inch stick.

A 10-inch stick is — longer than a 4-inch stick.

10 is — times 5.

10 is — times 2.

5 is — of 10.

1. Nellie had a dime and spent 5 cents. She had — cents left.

2. Ten cents will buy — 5-cent bottles of ink.

3. Will earned 5 cents and found 5 cents in the street. He had — cents in all.

4. Five bicycles have — wheels.

5. Peppermints for 2¢, an apple for 3¢, and taffy for 5¢ will cost — in all.

6. Torpedoes for 4¢, a pistol for 4¢, and fire crackers for 2¢ will cost — altogether.

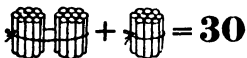
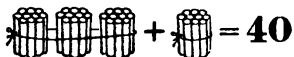
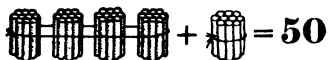
7. A pencil for 2¢, a bottle of ink for 4¢, a pad of paper for 3¢, and a blotter for 1¢ will cost —.

8. There were 5 children in one row and 4 in another. In both rows there were —.

9. Three yards of ribbon at three cents a yard will cost — cents.

10. At ten cents a yard, one-half a yard of ribbon will cost — cents.

11. Nellie's cap cost half a dollar. John's cap cost half as much as Nellie's cap. John's cap cost —.

**10****= 20****= 30****= 40****= 50**

$$50 + 10 = 60$$

$$60 + 10 = 70$$

$$70 + 10 = 80$$

$$80 + 10 = 90$$

$$90 + 10 = 100$$

10 and 10 are —.

50 and 10 are —.

20 and 10 are —.

60 and 10 are —.

30 and 10 are —.

70 and 10 are —.

40 and 10 are —.

80 and 10 are —.

90 and 10 are 100.

20 less 10 are —.

60 less 10 are —.

30 less 10 are —.

70 less 10 are —.

40 less 10 are —.

80 less 10 are —.

50 less 10 are —.

90 less 10 are —.

10 less 5 are ____.

20 less 5 are ____.

30 less 5 are ____.

40 less 5 are ____.

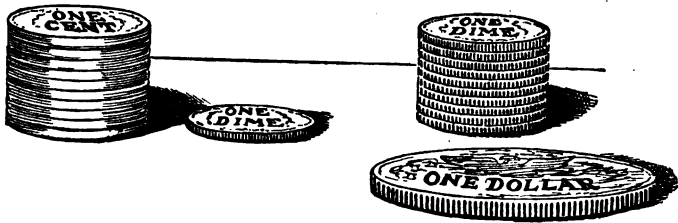
50 less 5 are ____.

60 less 5 are ____.

70 less 5 are ____.

80 less 5 are ____.

90 less 5 are ____.



One dime is ten cents.

Two dimes are ____ cents.

Three dimes are ____ cents.

Four dimes are ____ cents.

Five dimes are ____ cents.

Six dimes are ____ cents.

Seven dimes are ____ cents.

Eight dimes are ____ cents.

Nine dimes are ____ cents.

Ten dimes are ____ cents.

COUNTING TABLE, 1-100

1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99
10	20	30	40	50	60	70	80	90	100

one	eleven	twenty-one	ten
two	twelve	twenty-two	twenty
three	thirteen	twenty-three	thirty
four	fourteen	twenty-four	forty
five	fifteen	twenty-five	fifty
six	sixteen	twenty-six	sixty
seven	seventeen	twenty-seven	seventy
eight	eighteen	twenty-eight	eighty
nine	nineteen	twenty-nine	ninety
ten	twenty	thirty	one hundred

Make the figures that represent the number names.

six  6

twelve  12

twelve  12

Take twelve inch cubes :

Build a solid 2 inches square and 3 inches high.

Build a platform 4 inches long, 3 inches wide, and 1 inch high.

Build a wall 6 inches long, 2 inches high, and 1 inch thick.

Take twelve square-inch tablets :

Lay a hearth 4 inches long and 3 inches wide.

Lay a border 6 inches long and 2 inches wide.

Lay a border twelve inches long. How wide is this border?

Take twelve sticks :

Make four separate triangles.

Make three separate squares.

Make six square corners.